

South Carolina Libraries

Volume 0

Issue 41 *South Carolina Librarian* v.1 n.2 04/1957

Article 1

4-1957

South Carolina Librarian v.1 n.2 04/1957

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Recommended Citation

(1957) "South Carolina Librarian v.1 n.2 04/1957," *South Carolina Libraries*: Vol. 0 : Iss. 41 , Article 1.

Available at: https://scholarcommons.sc.edu/scl_journal/vol0/iss41/1

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Abstract

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Keywords

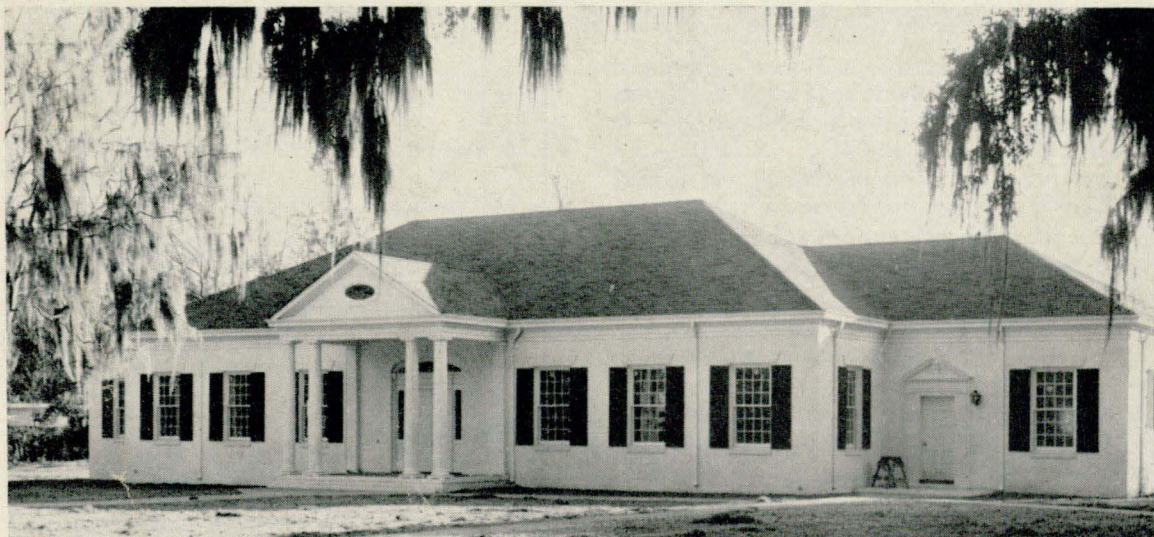
South Carolina Librarian

The South Carolina Librarian

April, 1957

Official Publication of the South Carolina Library Association

Vol. 1, No. 2



THE NEW COLLETON COUNTY MEMORIAL LIBRARY COLLETON COUNTY MEMORIAL LIBRARY

By MADELEINE MOSIMANN

Situated among live oaks and Spanish moss in the heart of Walterboro is the newest public library building in South Carolina. Reference, of course, is made to the Colleton County Memorial Library which is scheduled to occupy its new quarters within the next few weeks.

Beginnings

The new library building is the tangible result of what can happen when the women of a community decide that a project is worthwhile. The County Council of Farm Women initiated the project in 1950 with the hope that other community groups would lend their support. This was in keeping with earlier library endeavors in the Walterboro area. Library service for Colleton County itself came into existence in 1935 largely through the combined efforts of Miss Isabelle Patterson, home demonstration agent, and the Farm Council. The first attempt at giving county-wide library service was a joint venture with Dorchester County and substantially aided by the Works Progress Administration. Later, when the W.P.A. was abandoned, Colleton County continued to maintain its library without Dorchester or federal aid.

Coordination

The opening of the new library is doubly momentous in that it denotes both the physical improvement of library facilities and the coordination of Walterboro's library resources. The old Walterboro Society Library with its valuable collection of historical and local material will be incorporated in the county library building. The Society Library staff, headed by Miss Amelia Fraser, will join that of the county library under the direction of Mrs. Marguerite G. Thompson, and the two staffs will function as

a unit. The jointure of the two libraries took place officially on March 4, 1955. By pooling its resources, Colleton County now has a library of more than 20,000 volumes. It receives its main support from the county, but also receives substantial aid from the City of Walterboro and the State of South Carolina.

To commemorate the old Walterboro Library Society a bronze plaque bearing the following inscription will be placed in the new building:

"The Walterborough Library Society was organized in 1920. In the years that followed it functioned under the names of The Philomathian Library Society and The Claudia Stuart Library. The following century it operated without aid from any government source.

Miss Sallie W. Henderson, assisted by several devoted citizens, served the library gratuitously for many years.

In 1920 the Walterboro Book Club assumed the responsibility for operation of the library and elected for librarian Miss Amelia S. Fraser, who has served continuously since that time.

In 1925 the town of Walterboro took over the full support of the library. In 1936 Colleton County began a yearly appropriation toward expenses.

In 1944, by additional appropriation of the Town Council, Miss Anita A. Bailey became the regular assistant librarian.

In March of 1955 the Walterboro Library Society agreed to merge with the Colleton County Library under the name of the Colleton County Memorial Library."

Colleton County Memorial Library

The building which was needed to house the combined libraries received official approval in April, 1955, when the County Delegation appropriated \$100,000 for a Memorial Library building. The contract was given to the firm of Litchfield, Griffin and Kinsey, and construction was begun in 1956. The new library is of early American Georgian design, which is in keeping with the architecture of the Low Country.

The entrance to the library leads into a memorial foyer, which is dedicated to the men of Colleton County who have been killed in various wars. A bronze tablet in the foyer reads:

"In grateful appreciation of their heroic services Colleton County dedicates this Library:

To those who defended our cause in the 1860's

To those who, both men and women served our Nation on foreign soil, Sacrificing themselves in the name of Justice.

To those who fought against fearful odds to establish for us a new Nation in a new land.

To those who fought in lesser wars and lesser times, have written their names with these others on History's deathless page.

The resources of this Institution are pledged to a closer understanding of Humanity everywhere that, with understanding, may come enduring peace."

SCLA COMMITTEES

The following committees, which were appointed at the annual convention of the Association in Clemson last October, are serving for the current year.

Executive Committee:

President—Charles E. Stow

Vice President and President Elect—

Madeleine Mosimann

Secretary—Jessie Ham

Treasurer—Mrs. Marguerite G. Thompson

Past President—Robert C. Tucker

ALA Councilor—Emily Sanders

Members-at-Large—

Mrs. William A. Foran, Mrs. Elizabeth Hinton,

Mrs. Jessie P. Cannon

Ex-Officio Members—

Herbert Hucks, Jr., SELA Representative

Nancy Jane Day, Supervisor of Library Services,

State Department of Education

Estellene P. Walker, Director of State Library Board

Loan Fund Committee:

John Goodman, Alice Adams, Dorothy Smith

Recruiting Committee:

Margia Brissie, Elizabeth Welborn

(One member to be appointed)

THANK YOU, MR. GOODMAN

The editor and editorial committee take this opportunity to express their appreciation to John Goodman of the Clemson College Library staff for laboriously proof-reading this issue.

The South Carolina Librarian is listed in the January, 1957, issue of *New Serial Titles*, a union list of serials published monthly by the Library of Congress.

The South Carolina Librarian

Editor J. B. Howell, Jr.
Clemson College Library, Clemson

EDITORIAL COMMITTEE

Mrs. Louise F. Brunson Allendale-Hampton-Jasper
Regional Library, Allendale

Miss Nancy Burge University of South Carolina, Columbia

Mrs. Jessie Cannon Greenville Junior High School,
Greenville

Miss Madeleine Mosimann Murray Vocational School,
Charleston

Miss Dorothy Smith Horry County Memorial Library,
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Greensboro, North Carolina

Official Publication of the
South Carolina Library Association
Membership of \$2.00 per Year
Includes Subscription to
THE SOUTH CAROLINA LIBRARIAN

CONVENTION NOTICES

SCLA

As previously announced, the annual Convention of the South Carolina Library Association will be held at the Fort Sumter Hotel in Charleston on October 25 and 26.

SELA

The Executive Committee of the Southeastern Library Association has announced that the 1958 Biennial Conference will be held in Louisville, Kentucky, according to Herbert Hucks, Jr., SCLA's Southeastern representative.

It was also decided that the meeting would take place in October, preferably on the 23rd, 24th and 25th, with the Board meeting on the 22nd. The Kentucky Hotel will probably serve as convention headquarters.

"OPERATION LIBRARY"

Mr. Jeff Black, Chairman of the Civic Improvement Committee of the South Carolina Junior Chamber of Commerce, is in charge of the "Operation Library" project of the Jaycees in South Carolina. Librarians should contact the president of their local chapter of the Junior Chamber of Commerce in regard to the project. A Junior Chamber of Commerce can be of the greatest assistance to any public library in South Carolina in building up better public relations and in supporting and carrying out various types of publicity.

MESSAGE FROM THE PRESIDENT

I should like to express my appreciation to the members of the South Carolina Library Association for the honor done me in electing me president. I hope the year 1957 will be one in which the association continues the quite remarkable progress made in recent years.

I consider myself fortunate to have been able to persuade Mr. J. B. Howell to continue as editor of our *South Carolina Librarian*, and I urge each of you to give him the support and help he needs in this important work. Remember, it is your publication.

The various sections have made their plans for the year, and reports of their work will be found elsewhere in this publication.

Plans for the 1957 meeting to be held at The Fort Sumter on October 25 and 26 are well in hand. Progress reports will be made from time to time as the Executive Committee and the section officers make the final arrangements.—Charles E. Stow

SOUTH CAROLINA NEWSPAPERS, 1732-1782

The Charleston Library Society has published micro-filmed editions of South Carolina newspapers from 1732 through 1782. The twelve reels are available at a cost of \$150.

The papers have been arranged by title as follows: *South Carolina Gazette*, 1732-1775; *Gazette of the State of South Carolina*, 1777-1780; *South-Carolina Gazette And Country Journal*, 1765-1775; *Charlestown Gazette*, 1778-1780; *South-Carolina Weekly Gazette*, 1758-1764; *South-Carolina and American General Gazette*, 1764-1781; *Royal South Gazette*, 1780-1782; and *Royal Gazette*, 1781-1782.

In assembling and editing the newspapers for micro-filming, original issues were used wherever possible. The history of each publication which appeared in the Brigham *Bibliography* precedes the title.

Further information concerning these early newspapers may be secured by writing Miss Virginia Rugheimer, Librarian, Charleston Library Society, 164 King Street, Charleston, South Carolina.

THE RESEARCH LIBRARY OF THE WEST VIRGINIA PULP AND PAPER COMPANY

By H. WILLIAM O'SHEA, JR.

(Second in a series of articles on Interesting Libraries of South Carolina, the following is an account of one of the most recently organized and highly specialized collections in this State.)

On September 15, 1954, the West Virginia Pulp and Paper Company established an Information Services Center at the Charleston, South Carolina, mill to serve the technical personnel of its six mills and the New York administrative office. This unit has grown from a one-man operation into one having a full time staff of seven; including the co-ordinator, technical librarian, records librarian, literature searcher, all of whom have chemistry backgrounds, and three clerk-typists.

Company reports of the West Virginia Pulp and Paper mills and unpublished reports from outside sources number over 10,000. Each month a classified list of accessioned reports is sent out to the technical men of the company. These reports are kept by the records librarian.

Literature searches are made to answer problems concerning some phase of paper manufacture or by-product use. One member of the staff, a chemist, devotes her full attention to these searches, which are comprehensive coverages of all pertinent material.

The library contains, in addition to the unpublished reports, 1,500 translations of periodical and other material, 2,000 volumes, 2,000 patents, 112 domestic and foreign periodicals, a growing microcard collection, and a vertical file containing several thousand pamphlets, clippings, and reprints.

A bulletin, advising company personnel of book and translation additions to the library, is issued monthly.

The third type of bulletin which the library prepares is a semi-monthly patent bulletin. Here, U. S. and Canadian patents which would appear to be of interest are abstracted

and classified. Many of these patents are automatically sent to certain key men.

The materials of the library are available on loan to any of the technical and administrative personnel. The library has its own photocopying equipment and thus articles, translations and other materials are copied and sent to the different plants upon request. Books are loaned from the library collection, and, through purchase or interlibrary loan, all company requests are handled to satisfactory completion. Arrangements have been made with several outside agencies to supply photocopies of materials which are not in the company library.

The West Virginia Pulp and Paper Company library has expanded its efforts to trace information and seek new sources for translations, reports and other material through contacts in every major country of the world.

The principal objective of this Information Services Center is to assemble and make available information required by the research staff of the West Virginia Pulp and Paper Company. It is, therefore, one of the most highly specialized research libraries in South Carolina.

S.C.H.S.L.A. SCHOLARSHIP

Applications are now being received for the South Carolina High School Library Association award for the coming year. This award is for an undergraduate at the junior or senior level who is interested in school librarianship in South Carolina. If the student goes into library work in this state, there is no repayment of the scholarship. Interested candidates should write Miss Nancy Jane Day, Supervisor of Library Services, State Department of Education.

PUBLIC LIBRARY DEVELOPMENT IN SOUTH CAROLINA

By MRS. ELIZABETH C. MCNAIR

Librarian, Hartsville High School

Only thirty years after the founding of Charlestown, the Provincial Assembly of South Carolina established a library. The story begins in England with the Reverend Thomas Bray who was appointed official representative of the Bishop of London to the American Colonies in 1696. Although unable to leave for America for several years after his appointment, Dr. Bray conceived the idea of seeking financial aid in providing clerical libraries for the clergy and a provincial library for each colony. In "The Beginnings of the Library in Charlestown, South Carolina," Dr. Bray is quoted as predicting that

Standing (non-circulating) libraries will signify little in the country where persons must ride some miles to look into a Book; such journeys being too expensive of time and money, but Lending Libraries which come home to 'em without charge, may tolerable well supply the vacancies in their own studies . . .

Dr. Bray's appeal to provide for the enlightenment of the colonists met with generous response from the English people, and by 1699 he had raised a little over 2,483 pounds. Of this sum the second largest part, 300 pounds, was allocated to the church in South Carolina and 225 books were purchased with it. According to an early *Journal*, the South Carolina Assembly acknowledged its gratitude for "this spiritual and intellectual sustenance" by appointing a committee to write letters to "ye Lord Bishopp of London and Dr. Thomas Bray and give them the thanks of this house for their Pious Care and Paines in Providing and sending a minister of ye Church of England and Laying a foundation for a Good and public Library." As Robert Goodwyn Rhett points out in his *Charleston: An Epic of Carolina*, "The settlement began its cultural life with a public library in 1698." And according to Kane's *Famous First Facts*, this library at Charleston was the first library in the American colonies.

Little is known of the Provincial Library's services. Early records indicate that the South Carolina Assembly was the only one in the colonies, where similar parochial libraries were established, that appropriated money toward the support of the library. A bill "to secure the Provincial Library at Charles Town in Carolina" was introduced in the Assembly in 1699 and became a law of the colony in 1700. This law provided for the organization, care and circulation of books. My fellow librarians will be interested in the fact that the law required the compilation of seven catalogs—one for the Lord's Proprietors, one for the Bishop of London, one for Dr. Bray, one to be entered on the record in the office of the Secretary of the Province, one for the custody of the commissioners, one for the churchwardens, and one to be kept in the library "so any person may know what books are contained in the said Library."

The Assembly passed a supplementary act affecting the Provincial Library in 1712. By this legislation we know that the library existed as such for at least twelve years and probably longer. There is no record of the establishment of another library until 1748 when the Charleston Library Society was organized by a group of seventeen young men for the purpose of "the collecting of good books and the encouragement of a taste for reading." Numbers of ad-

ministrative problems of the Society in the eighteenth century are revealed in the rules and by-laws, in the advertisements in the *South Carolina Gazette*, and in the minutes of the Society. For example, all members of the Society participated in the process of book selection. A spirited debate over the purchase of contemporary literature rather than the classics was carried on for five meetings in 1764 and 1765.

The Charleston Library Society survived the Revolution and the fire of 1778 and set the pattern for numbers of other library societies that were established as soon as communities were economically able to support them. Among these early libraries were the Georgetown Library Society, which was organized in 1800, and the Beaufort Library Society, incorporated in 1807. The Beaufort collection, described as a choice collection of modern and ancient classics, was confiscated by the Northern Army and shipped to New York where it was advertised for public auction. The sale was stopped and the library moved to the Smithsonian Institute in Washington where it was lost soon thereafter in a fire. In 1940 Beaufort was reimbursed \$10,000 by the Federal Government for the loss of this library.

In the Cheraw District twelve men founded the Society Hill Library Society about 1822. Library books, which included no fiction except the novels of Dickens, Scott and William Gilmore Simms, were bought in Philadelphia, sent to Charleston and reshipped to Society Hill by way of Winyah Bay and the Pee Dee River.

In the Upcountry, the District of Pendleton was one of the summer retreats for the low country people and acquired many characteristics of the coastal area. In 1828 a subscription library was organized by residents of Pendleton. Though records are fragmentary, public and private papers reveal a consciousness of the value of books and the concept of public responsibility for the support of libraries.

After the Revolution the inland sections of South Carolina increased in population and wealth and founded library societies patterned after those in Charleston and Beaufort. Twenty-one such societies were incorporated by the Legislature between 1800 and 1830. Two historians, Mills and Simms, have recorded creditable library societies at Stateburg, Camden, Columbia, Winnsboro, Newberry and Lexington. Simms lists societies in Greenville and Edgefield and states that the Edgefield and Pendleton societies were the only two which had women members. Legal documents attest to the existence of library societies in the York District, Fairfield County, Chester District, Ninety-Six and Cheraw. Except for the Provincial Library, all these collections were privately owned and supported by subscription. For that reason the book resources of the community did not serve the whole population.

After the War Between the States there was no money for libraries, and for a number of years there is no record of library developments in South Carolina. In 1883, Dr. D. B. Johnson, later the founder and president of Winthrop College, was elected the first superintendent of the Columbia Public Schools. In addition to all the work of that first year, Dr. Johnson found time to collect more than 300 volumes as the foundation of a school library. Two years later Dr. Johnson said of this collection that "It is a cherished plan of mine that it shall eventually expand into a free, circulating library for the whole city."

In 1896 a Union for Practical Progress was formed in Columbia to raise funds for a free library. This was fol-



(Courtesy of Miss Estellene P. Walker and the State Library Board)

BETTER BOOKMOBILE SERVICE

Greenwood County improves service to rural residents through providing a modern, well equipped bookmobile to replace the old bookmobile, which had been used for the past ten years.

lowed by the organization of the Columbia Library Association, which provided continuous library service to the people of that area until 1924 when the Columbia City Council and Chamber of Commerce assumed financial responsibility for the library and its name was changed to the Columbia Public Library. In 1930 this library gained county support and in 1933 it became the Richland County Public Library.

This record of development of libraries in our state capitol is doubtless paralleled by similar progress in other South Carolina cities and communities. Beaufort began a new collection of books in 1902 and, aided by the Carnegie Foundation, erected its present library building in 1918. The Kennedy Free Library in Spartanburg, a memorial to a local physician, Dr. Lionel Chalmers Kennedy, was founded in 1883 by Dr. Kennedy's widow. This library owns a valuable collection of rare and out-of-print South Caroliniana and an interesting museum. The Marion Public Library, organized in 1826 and incorporated in 1898, has the distinction of being the first tax-supported library in South Carolina.

It was not until the early nineteen hundreds, when the Federated Women's Clubs took up the project, that any appreciable progress was made in providing library service to people in the rural areas of our state. As Miss Estellene P. Walker, Director of the State Library Board, has pointed out in a brief sketch of public library development in South Carolina,

The present library program started in the 1920's, and is the direct result of the interest, energy and determination of Miss Mary E. Frayser, who spared no effort to make possible books and reading for people of the state. Miss Frayser, a rural sociologist engaged in the Agricultural Extension Program, left no stone unturned until the state had a good public library law and has authorized the establishment of a library extension agency.

During the depression of the 1930's, the Works Progress Administration established and maintained public library programs. Bookmobiles were put on the road, county libraries were organized and thousands of new books poured into the public libraries. The present library extension set-up owes much to the pioneering work done under the W.P.A. program. At the close of that program, the Legislature appropriated a small amount of money to establish and maintain a state library extension agency known as the State Library Board. In the ten years since the establishment of the State Library Board, public library income has increased 339 per cent; library service has been greatly extended; the bookstock of all public libraries has more than doubled; and the annual circulation of books has been increased by more than a million and a half. The greatest accomplishment in recent years has been the establishment and maintenance of county and regional libraries which serve thirty-nine counties through headquarters, branches, stations and bookmobiles.

The Rockefeller Foundation has made a grant of \$6,000 to the Library of Congress to permit the Joint Committee on the *Union List of Serials* to develop a new union-list program. The aim is a permanent and self-sustaining union list of serials.

The Southeastern Interlibrary Research Facility plans to issue the *Southeastern Supplement* to the *Union List of Serials* in July of 1958. The Clemson College Library and the University of South Carolina Library are among the libraries participating in this program.

PUBLIC LIBRARIES

WORKSHOP PLANNED

A workshop for "practical" assistants in the public libraries of South Carolina will be held at the Richland County Library in Columbia on Friday and Saturday, June 7-8.

A committee was appointed earlier in the year by Miss Josephine Crouch, chairman of the Public Library Section, to make arrangements for the workshop. Mrs. Elizabeth B. Greene, secretary of the workshop committee, states that letters concerning the meeting in Columbia would be sent to all public librarians in the state within the next few weeks.

Workshop discussions will include reference, book selection, public relations, work with children and extension service. In addition to these discussions, tours of the Richland County Library, the McKissick Memorial Library and the South Caroliniana Library will be arranged.

George R. Linder, librarian of the Spartanburg Public Library and chairman of the workshop committee, reports that those librarians, representing libraries with budgets over \$5,000, will be charged a small registration fee.

ANDERSON LIBRARY SYSTEM DISCUSSED

The possibility of forming a county-wide library system in Anderson County was discussed by a fact-finding committee on libraries and a group of interested citizens at a meeting on March 11 in Anderson's Health Building auditorium.

The fact-finding committee reported that Anderson County is now served by three libraries—Anderson, Belton and Honea Path—and a bookmobile. The bookmobile receives an appropriation of \$7,123 from the county and \$1,500 in state aid. The Anderson Library is supported by a tax levy of one and one-half mills, which amounts to approximately \$22,000 a year. The Honea Path Library receives an appropriation of \$500 from the town. The Belton Library is supported by a two-mill city tax levy, which nets approximately \$2,200 annually.

Further information was given by Mrs. Emma S. Cole, Anderson County librarian, and Mrs. Bettie W. Daly, librarian of the Anderson Public Library. Mrs. Cole announced that the State Library Association had outlined an ideal set-up for an Anderson County Library System, which would include twelve libraries and three bookmobiles.

Arthur Holman, president of the Anderson Public Library Association, emphasized the fact that Anderson must have a county library system in order to participate in the allocation of federal funds for libraries. If such a system is organized, Anderson County would receive a total of \$58,000 during the next four years.

MEMORIAL SERVICE HELD AT ORANGEBURG COUNTY LIBRARY

On Sunday afternoon, November 11, the Orangeburg County Library Commission held a memorial service at its Headquarters Building on Centre Street, and unveiled a plaque in honor of Mrs. Arnette H. Williams.

Mrs. Williams had served as chairman of the Commission from 1943 until her death in an automobile accident in July of 1955. Special invitations were sent to her family and friends, and a number of out of town guests were present.

The program consisted of a Bible reading by her pastor, the Reverend Hubert G. Wardlaw of the Presbyterian Church; a song by Mrs. Henry Shuler; a tribute by Mrs. Georgia Adams, librarian; unveiling of the plaque by Miss Ellen Chaplin, present chairman of the Commission; and a prayer of dismissal by Dr. Carl B. Caughman, Lutheran minister who served with her on the Building Commission.

Mrs. Williams was especially interested in the library program for both her county and her state, and she is greatly missed in both areas. Service in her county was more than tripled during her twelve years on the Commission, and her dream and expectations for further development in Orangeburg County were cut short by her untimely death. It is hoped that those who knew her will continue to work for the betterment of the library and achieve that which she did not live to see.

STATISTICS RESTUDIED

The SCLA Public Library Section has a committee at work on the standardization of circulation statistics. The Committee will recommend definite policies and procedures to make public library statistics more meaningful. The report of the Committee will be made to the Public Library Section at the October meeting in Charleston.

PROPOSED PLAN FOR THE USE OF FUNDS AVAILABLE UNDER LIBRARY SERVICES ACT, 1956

(Reprinted from the Thirteenth Annual Report of the South Carolina State Library Board, 1955-1956)

- I. Objectives of the Program in South Carolina
 - A. To correct major deficiencies in the public library services of the State.
 - B. To influence through each demonstration the development of public library services in the State.
 - C. To select areas of demonstration where stimulation will create a continuing program.
 - D. To develop standard units—adequate systems of library service as measured against state and national standards.
- II. Proposed plan for the use of funds granted under the Library Services Act.
 - A. Strengthening of the state library agency and expansion of its services.
 1. Since a strong state agency is the keynote in the improvement and extension of public library service in the state, and since the state agency is to be responsible for the organization and supervision of the demonstration programs at local level, it is proved as the first step in the

plan to strengthen the State Library Board through increasing its services to the libraries of the State and to the citizens of the State without public library service or with inadequate service. This would be accomplished as follows:

a. Administration and supervision of the demonstration programs: It is proposed that two additional field workers be added to the staff of the State Library Board to assist in organizing and supervising the demonstrations at local level. One Assistant Cataloger will be needed to assist in the cataloging of the new Reference and Inter-library Loan collection to be established by the State Board. A secretary-bookkeeper to handle records and additional correspondence and reports is essential. An in-service training program for demonstration personnel, both professional and clerical, is essential to the success of the program. Funds for rent of office space, equipment, supplies and travel will be required.

b. Expansion and improvement of service: It is planned to strengthen the program of the State Library Board through providing additional services and assistance to local libraries in planning service for adults, children and youth; through the provision at state level of a large Reference and Inter-library Loan collection; through the development of an adult education program in connection with a cooperative film program. To implement the program, it is proposed to provide on the staff of the State Library Board a consultant on work with children and youth, a consultant on adult service and adult education, and a consultant on reference services who will also be in charge of the expanded inter-library loan service. One additional secretary will be needed. Funds for rent of office space, purchase of equipment and supplies, and travel expenses will be necessary. The salaries of present staff will be supplemented from federal funds in proportion to time given to the demonstration program.

B. Strengthening and extending local library service.

1. Objectives

a. To organize library systems with area, population and financial resources large enough to demonstrate:

That books, magazines, films, and other library materials can be made available to the entire community at a reasonable cost;

That trained librarians are essential to good library service;

That public libraries are controlled by the citizens themselves through library boards;

That good public library service can be permanent through tax support spread over an area large enough to keep the cost reasonably low.

2. Plan

a. Improvement of public library service to rural residents in counties with large urban

centers and in which more than one library system is maintained. There are six counties in the State in which from two to four independent library agencies are maintained from public funds. It is planned to demonstrate in three of these counties the improvement of service and the economy of operation possible under a unified library system serving the entire county.

b. Demonstrations of regional library service.

It is proposed to conduct four demonstrations of regional library service during the five year period, two demonstrations during the second and third year and two during the third and fourth year. The first half year will be spent in making preparations for carrying on these demonstrations and in building up interest in the local community in participating in the regional demonstrations. Each county in the State will be given an equal opportunity to form regional grouping with counties in the area which will provide a population basis of approximately 100,000. Plans will be made at the local level with the assistance of the consultants from the State Library Board. Priority in making the grants will be given those regions which include at least one county which has not previously had county-wide library service; where there is reasonable assurance that the program will be continued at the same level after the withdrawal of federal funds; where the total budget including local, state and federal funds will equal \$1.00 per capita — 50% from local sources, 10% from the State, 40% from federal funds.

c. Provision of adequately trained professional personnel for public libraries.

It is proposed to offer to ten county and regional libraries which have achieved all State Aid requirement and/or are, in the judgment of the State Library Board, in charge of librarians with training and experience to give adequate supervision and direction to staff, a basic salary of \$2400 a year over a four year period to employ a person in a subprofessional position serving the rural population. Provided that: the library in question continues to meet all requirements of federal and state aid; that the number of staff positions during the duration of the grant be not less than the number of staff positions for which funds were available in 1956; that the recipient of the grant salary be given subprofessional duties rather than clerical; that the library agree to supplement the basic salary by annual increases of \$200 per year over the period of the grant after the first year; that the person so employed is under 35, is a graduate of a standard college or university and has been accepted for entrance by an accredited graduate library school, agrees to attend library school during one quarter each summer until a degree in Library Science has been awarded

and further agrees to work in a public library in South Carolina for two years following graduation from an accredited library school. The State Library Board, in compliance with its program of State Aid for Graduate Library Study, agrees upon proper application from the county or regional library to increase State Aid to the county or regional library participating in the program to cover the amount of Student Aid earned by the employee — \$25.00 per graduate credit earned in Library Science not to exceed \$200 during any one fiscal year.

Since only 10 grants will be made, priority will be established on the following basis: Quality of supervision available, opportunity for worthwhile experience, qualifications of the candidate.

Proposed Plan For Use of First Federal Grant From 1 January To 1 July 1957

The initial grant to the State will be approximately \$40,000 and this sum must be spent before the 1st of July 1957. To get the program into immediate operation, it is proposed to:

1. Carry out the proposal to provide for the administration and supervision of the demonstration programs at state level as outlined on page 1, Section

"a", and the expansion and improvement of services from state level as outlined on page 3, Section "b". (Approximately \$20,000)

2. Improve reference service at local level by offering to county and regional libraries which have achieved all State Aid requirements and which serve a completely rural population, a basic allotment depending on funds available to purchase reference materials and equipment. To receive the grant, libraries must meet all requirements of federal and state aid.

Recent Developments Reported

Miss Estellene P. Walker, Director of the State Library Board, made the following report on the progress of the Proposed Plan on March 14, 1957:

The Reference Project, designed to help the medium-sized county library which had met all State Aid requirements and Federal requirements to improve its local reference service, is well under way. Eight county or regional libraries have already qualified, and the ninth is expected to qualify before the end of March. The over-all program to improve reference service in South Carolina is based upon the development of a large reference and interlibrary loan collection at the state level. This collection is rapidly being built up and its use is increasing daily.

SCHOOL LIBRARIES

SCHOOL SECTION MEETS

The School Library Section of the South Carolina Education Association held its annual luncheon meeting on Friday, March 29 in Columbia at the Parish House of St. John's Episcopal Church.

The meeting was devoted almost exclusively to a discussion of the revision of the "Recommendations for Elementary School Libraries of South Carolina." The discussion was led by Miss Nora Beust, specialist on school and children's libraries in the United States Office of Education.

A copy of the proposed revisions had been sent by Miss Nancy Jane Day to all school librarians in the state earlier in March. The recommendations are reprinted in the following section.

RECOMMENDATIONS FOR ELEMENTARY SCHOOL LIBRARIES OF SOUTH CAROLINA

Most schools do not have a library which meets all the needs of its program, but all schools can strive to enlarge and improve the facilities which they have. The recommendations which follow are set in the light of present limitations. As the challenge to reach these recommendations is accepted, library service and, consequently, learning is bound to improve.

I. SERVICES

The library in the elementary school should be a busy, inviting workshop around which basic school activities revolve—that is, it should enrich all the educational activities of the school and function for the wholesome development of each pupil. If the library is to offer the varied services which it should necessarily provide, it should not be a dumping ground for unrelated activities but schedul-

NEGRO LIBRARIANS CONFER

On January 25 and 26, fourteen Negro school librarians, one from each judicial circuit, met to study further the use of student assistants in high school libraries. The schools, which these librarians represent, will serve as pilot schools for others in the judicial circuit. This is the second of three conferences which are planned for this study. The Southern Education Foundation has made funds available to the State Department of Education for these conferences.

In addition to librarians, the supervisors from the State Department of Education and representatives from the Library Science Departments of State College and Benedict College have participated.

ing should be planned so that the services for which it was set up may be rendered.

The library in the elementary school should be a materials center, locating, gathering, providing and co-ordinating all the school's materials for learning and the equipment required for the use of these materials. Among the varied services which the library should necessarily provide are:

1. A well-rounded collection of materials to meet the needs of the instructional program and the interests and activities of all the children.
2. Provision for both an easy use of materials in the library and an easy flow of materials to and from the classrooms.
3. Instruction in the use of books and libraries.

(SCHOOL LIBRARIES Continued)

4. Guidance in learning to evaluate materials as to accuracy, bias, value, etc. on the part of both pupils and teachers.

5. Guidance in reading and in the development and improvement of reading habits and tastes.

6. Opportunities for reading and sharing reading experiences in a happy environment.

II. THE LIBRARIAN

A great deal of the success of the library program is dependent upon qualified personnel to guide its development.

1. For schools having less than 5 teachers — Each teacher serves as librarian for her class. One member of the faculty should be given the responsibility for co-ordinating the selection, organization, and use of materials by the faculty. If possible a separate room should be provided. The classroom teacher in charge of the library should have time scheduled for work in the library. The elementary schools in a high school area where there is no trained elementary school librarian should receive trained help from the high school librarian.

2. For schools with 5-11 teachers—Teacher-librarian with at least 18 semester hours of library science from an approved library training agency, who should be available at least half of the teaching day to administer library services or a librarian with same qualifications and educational background as other teachers including 24 semester hours in library science who may serve two schools.

3. For schools with 12 or more teachers—Full-time librarian with same qualifications and educational background as other teachers including 24 semester hours in library science taken from an approved library training agency. It is strongly recommended that the librarian shall have had successful teaching experience on the elementary level.

When the enrollment reaches 1000 the librarian should have an assistant.

4. It is recommended for the small school where the high school and the elementary school are in the same building or at the same location, that a combination library be set up which will be served by a full-time librarian.

5. It is recommended that the librarian be employed and paid for at least an additional month beyond the school term.

6. It is recommended that pupil assistants be used as it will mean a great deal to the pupils.

III. APPROPRIATION

The following appropriations are recommended for books, periodicals, bindings and supplies realizing that if audio-visual aids are included in the collections that an added appropriation will be necessary.

1. To build a basic collection a capital outlay of \$7.50 per pupil. This would seem necessary if we are to build a minimum collection of five books per pupil.

2. To maintain the collection each elementary school should appropriate and spend annually:

- a. A school with an enrollment less than 500—
an annual appropriation of \$1.50 per pupil,
with no school receiving less than \$200.00.

- b. A school with an enrollment of 500 through 999 — an annual appropriation of at least \$750.00, plus \$1.25 per pupil above 500 pupils, plus \$1.00 per pupil above 1,000 pupils.

- c. A school with an enrollment of \$1,000 or more — an annual appropriation of at least \$1,375.00

IV. LIBRARY MATERIALS

1. The book collection and other materials should meet the needs of the instructional program and individual pupil interests and abilities.

2. Each central library should have a basic collection of no fewer than 500 books working toward 5-10 books per pupil.

3. Books should be selected from the lists prepared by the State Department of Education or some other lists recommended by the State Department of Education, such as: the latest editions of the H. W. Wilson *Children's Catalog*, the lists of the Association for Childhood Education, National Council of Teacher's of English, the American Library Association, the U. S. Office of Education, and textbook bibliographies.

4. Each school should have an up-to-date information and picture file.

5. Materials should be selected by the librarian in cooperation with the administrators, classroom teachers, and pupils. Materials should be kept up-to-date and in good condition.

6. All libraries should provide audio-visual materials such as slides, films, filmstrips, recordings, stereographs, maps, globes, and other similar instructional aid.

7. Books loaned by the public library should be in addition to those stated in the requirements above.

8. There should be at least one recommended encyclopedia, dictionary, and atlas in each school.

9. It is advisable that the library take a local and state newspaper.

10. The library should have a minimum of 5-6 well selected magazines.

11. A professional shelf should be provided for teachers.

V. ORGANIZATION

All materials in the library should be organized according to the generally accepted practices in library organization.

1. The library should be classified and arranged according to the Dewey Decimal Classification System.

2. All schools should keep an accurate shelf list. A card catalog should be developed including all materials available through the library.

VI COURSE IN USE OF LIBRARY

Instruction in the use of the library should be given when needed and should be integrated with regular school work. It should be given both to groups and to individuals. Topics of emphasis should include: how to use books, dictionaries, encyclopedias and the card catalog; (citizenship in the library, location and arrangements of materials).

(SCHOOL LIBRARIES Continued)

VII. HOUSING AND EQUIPMENT

All schools with five or more teachers should have a separate room for a central library large enough to accommodate the largest class plus approximately twenty other pupils who may need to use the library at the same time.

The elementary library should be equipped with:

1. Adjustable shelves approximately five feet (including magazine shelving, newspaper holders and bulletin boards).
2. Table and chairs of appropriate height—
 - a. Primary—tables 25"; chairs 14"
 - b. Intermediate—tables 28"; chairs 16".
3. Loan desk not higher than 32".
4. Catalog case, vertical file, and book truck.
5. Workroom equipped with desk, typewriter, work counter with sink and running water and plenty of storage.
6. Connecting room for storage of supplementary materials including audio-visual equipment.
7. A conference room is desirable.

BOOKS ON EXHIBIT

By MRS. JESSIE CANNON

Librarian, Greenville Junior High School

This year for the first time South Carolina schools participated in the Books on Exhibit program. Those libraries which have already had the exhibit report that the venture was a very satisfactory one.

Those school systems participating in the program this year are listed below. The librarian in charge of local arrangements for the exhibit is given in each case.

Darlington Schools, Miss Ella Gamage, librarian of the St. John's Elementary School

Columbia City Schools, Mrs. Anna King, librarian,

Crayton Elementary and Junior High School
Saluda, Miss Muriel White

Anderson, Miss Elizabeth Richardson, librarian,
Hanna High School

Exhibit for Negro teachers, Mrs. F. L. Anderson,
Westfield High School

Oconee County, Miss Mary Brown, librarian,
Oakway School

Bennettsville, Mrs. Idadele Calhoun, librarian,
Bennettsville High School

Bamberg, Mrs. Alex McCrackin, librarian,
Bamberg High School

Charleston, Miss Madeleine Mosimann, librarian,
Murray Vocational High School, in charge of white schools; Miss Harriet Jenkins, librarian, Burke High School, in charge of Negro schools

Union, Miss Mildred Burdette, librarian,
Union High School

Books on Exhibit is a cooperative exhibiting service sponsored by publishers of junior library books for schools and libraries. The exhibit consists of approximately 550 books covering all grades from kindergarten through high school. About 500 of the books are 1956 publications and over half of these were fall titles. Approximately thirty different subjects are represented.

Any schools which are interested in having such an exhibit for next year should write to Miss Nancy Jane Day, Supervisor of Library Services, State Department of Education for further information.

S.C.H.S.L.A.—EIGHT YEARS OLD

By IRENE MARSHALL, Charleston

The school year of 1949-1950 witnessed the beginning of the South Carolina High School Library Association. In the fall of 1949, librarians throughout the state received letters from Mrs. Elizabeth Stephens, librarian of Spartanburg High School, who explained the plan for organizing a state association of student librarians. Mrs. Stephens, working closely with Miss Nancy Jane Day, State Supervisor of Library Services, suggested that the students organize first on a district level, using the judicial districts of South Carolina as a basis for the organization. The response was enthusiastic. Student assistants throughout the state met, discussed their work, elected district officers and made plans for organizing a state association.

The initial meeting of the student assistants of the state was planned for the spring of 1950. It had been decided that each district should have two voting delegates, but that other representatives from the various library clubs might attend the meeting. A group of boys and girls, who were working as student assistants in their high school libraries, met on April 22, 1950, at Winthrop College to discuss the value of a state organization. It was at this meeting that they voted to form a state organization and elect their first officers. Barbara Helderman of Pauline served as the first president of S.C.H.S.L.A.

Plans were made and meetings of the state officers were held in Columbia during the 1950-51 session. A constitution was drawn up by the Constitution Committee and students were asked to submit designs for a state pin.

At the spring meeting, April 6 and 7, 1951, the constitution was adopted and the winning design for a pin, selected by a committee of judges under the direction of Miss Moselle Skinner, Art Consultant for the Columbia City Schools, was announced. The winning design was submitted by Elizabeth Singletary, then a member of the Summerville High School Library Club.

The objectives of the group as set forth in the constitution are:

- A. To more thoroughly acquaint students with library services, resources, and procedures
- B. To provide an opportunity for the development of leadership
- C. To create wider interest in good books and reading
- D. To raise the prestige of the school library
- E. To recruit students for the profession of librarianship.

Each year the group has held an annual meeting at Winthrop College. The vice president is always responsible for the Friday evening program. Some of these programs have included a panel discussion of Felsen's *Hot Rod*, a talk by John R. Tunis, famous author of sport stories, and an address by Katherine Drayton Mayrant Simons, Charleston author.

The organization has grown rapidly. A scholarship fund, which is available for a student planning to enter the profession of school librarianship in South Carolina, has been established.

The student assistants feel that this Association and the district organizations have helped to acquaint them with the work of other libraries, given them new ideas, and publicized the value of the work of student assistants in the various high schools of the state.

S.C.H.S.L.A. CONVENTION

By CLARA LANCASTER,

State Reporter

Spartanburg High School

The South Carolina High School Library Association met at Winthrop College on March 8 and 9 for the eighth annual convention. Registration was at 2:30 P.M. on Friday afternoon in Johnson Hall, the lobby of which was decorated with posters made by clubs over the State, advertising books, the convention program and library work as a profession.

The first meeting was held on Friday night in Johnson Auditorium. After the meeting was called to order by the president, Joe Brabham, of Carlisle Military School, Bamberg, the officers for the 1956-57 term were introduced. They were Nancy O'Hear, vice president, Rivers High School, Charleston; Nancy Arnett, Secretary, North Augusta High School; Anna Taylor, treasurer, High School of Charleston; and Clara Lancaster, Reporter, Spartanburg High School.

The bursar of Winthrop College, Mr. Alex Graham, welcomed the students and librarians after which Miss Gladys Smith, Winthrop librarian, spoke briefly on the "Future of Librarianship." The program which followed was a take-off on "Masquerade Party," and Nancy O'Hear was master of ceremonies. Each District was represented either by a panelist or a masquerader who was dressed as a character from a book. After the program there was a social hour of games and dancing.

On Saturday morning there was an optional program of discussion groups, each of which was led by a member of District 7, or tours of the Winthrop campus.

The business meeting on Saturday morning included officers reports and granting of the first scholarship to Patsy Lee Garner Householder. This meeting was concluded by the election of new officers and was dismissed by the new president, Marvie Dean Moore of Hemingway. Other officers for next year are Hilda Rickey, vice president, Anderson; Nancy O'Hear, Secretary, Rivers High School, Charleston; Tim James, treasurer, Taylors High School, Taylors; and Jean Bray, reporter, Byrnes High School, Duncan.

During the business meeting, Mr. C. P. McInnes led a discussion for the librarians on audio-visual aids and materials.

THE GIFT TO BE SIMPLE

By LAWRENCE CLARK POWELL,

Librarian of the University of California, Los Angeles

(Address given at Closing Session, South Carolina Library Association's Annual Convention, October 27, 1956)

To find a talk to match my title was the problem. The title came easy, two years ago, and since then I have been waiting for the right place to match up a talk to go with it. When the invitation came to address the South Carolina Library Association at Clemson, I knew it was the right place, for the mountains of South Carolina are the Appalachian Mountains, and my title is an Appalachian title. Always conscious of my whereabouts, I would no more think of talking about the Sierra Nevada in South Carolina than I would of trying to sell Los Angeles real estate in San Francisco.

If this was the place for the title, what about the talk? Not easy, even for this man who was born vocal, and has been talking ever since, and especially for the last twenty years of telling the world about the joys of being a librarian. I've never counted the number of talks I have given, seeking only to keep as far as the sound of my voice ahead of my last audience, but it surely runs into the hundreds—and always about our twin stock-in-trade, books and people, playing variations on them, until long ago I ran out of anything new to say. An old family sampler sums up for me the simple good things of life:

Old wood to burn
Old wine to drink
Old books to read
Old friends to trust

All my life I had been seeking the gift to be simple, but I found it only two and a half years ago, at a time when I was forced to re-appraise all I owned. It began with an invitation from Carl White to spend a semester at Columbia, teaching in the library school. I had become

critical of library education, and had begun to dream of a new library school at UCLA, and this Columbia invitation was an opportunity to materialize my dreams, and to test my beliefs on students. But as the time neared, I grew nervous. How was I to distil the essences of a lifetime with books, so that students in the course called *Theory of Library Administration* could absorb and be nourished by them? It was imperative that I speak the truth as I saw it, in a way that could carry conviction.

I read and re-read much library literature. I sought to determine what I had been doing and why, in the ten years I had been administering a university library; and the more I read and the more I thought, the more troubled I became. I had been a critic. Now I was to be a library educator. I wished I had never opened my mouth.

Events at Midwinter in Chicago increased my uneasy feelings. There were many meetings and much talk. The weather was cold. It came to be Saturday. My first class was on Monday. I had an inherited syllabus to proceed from. Books were on reserve. Students were poised, with pencil and notebook. And I felt hopeless.

I spent the last evening with a friend whose westbound plane left at midnight, leaving me alone, with three hours to wait for an eastbound flight. If I were a modern Dante, seeking a locale for *Inferno*, I would choose the Chicago Midway Airport, from midnight to three in the morning, in the dead of winter. I was on emotional dead center, and I just sat there.

The overdue plane finally arrived from San Francisco and Denver, coated with ice, and I trudged through slush, boarded, belted myself in, and slept.

The sun was rising as we landed at La Guardia. It was the miracle of a new day. Coffee! The morning paper! Though Pandora's Box had been opened wide, Hope remained. I went to the King's Crown Hotel and slept till noon. And when I awakened, I reached for the phone, and called my Aunt Mabel, long time resident of Manhattan.

"What a good time to call," she said. "I have two tickets for the Philharmonic and the friend who was going with me just phoned that she is ill. Meet me at Carnegie Hall."

I did, and we heard music that was good medicine for what ailed me. Mitropoulos played Mozart's 29th symphony, a work that speaks sadness and joy, anguish and peace, all in one musical breath—and another composition, which was the one that gave me my title. It was music I had not heard since July 3, 1951, when I had returned from a year in Great Britain and was driving a Hillman all the way west from New York. It was near the end of the first day, and I was somewhere east of Pittsburgh on the Pennsylvania Turnpike, when I turned off into a field, parked, and had my supper of bananas, milk, and fig bars; and over the portable radio I had bought at Macy's, I heard a recording of Aaron Copland's suite from his ballet called "Appalachian Spring"—music that made me as serene as the landscape around me. Parked there in the heart of the Appalachians, surrounded by green trees full of birdsong, Yeat's "great rooted blossomers," it was the perfect time and the place to hear such music.

And now three years had passed, and I was hearing it again in Carnegie Hall, and again it had the same effect on me. It spoke to me tenderly, it comforted me as only music can. In the program notes on "Appalachian Spring," I read that Aaron Copland had taken the final dance melody from an old Shaker song called "Simple Gifts" and the notes gave the words to it, whose first lines are

'Tis the gift to be simple
'Tis the gift to be free
'Tis the gift to come down
Where we ought to be.

I took those lines to my opening class the next morning, in place of the formal material I had prepared, read them to my thirty-five students, come together from all over the country and the world, saying, "I'm going to speak to you this semester as simply as I can about what it means to me to be a librarian, to administer libraries, and about what you should know, what you should be, if you want to be a good librarian, whether you intend to administer or be administered—for it's just as much of an art to be administered as it is to administer."

The course became one in the simplicities of librarianship, in the elements of our work that do not change, as they relate to administration. I believe these to be (1) that books are basically useful, that they will be supplemented but not replaced. (2) that people need books and the nourishment they contain. (3) that librarianship consists essentially of collecting and preserving books, and of enabling people to instruct the mind and delight the spirit with books.

A library education should be therefore basically the study of collecting and preserving books and related materials and of serving people with them. Research in librarianship has its place, but let's not believe, as some do, that granting a greenhorn a Ph.D. or a D.L.S. automati-

cally makes him a good librarian. Not even a B.L.S. does this. The education and the discipline of higher degree-taking have their uses, certainly, but it is the *quality* and the *character* of library educators themselves that is more important than all else.

When the social scientists, educationalists, and documentalists entered the book world, they brought their jargon with them. Order and cataloging work became *Technical Processes* and *Bibliographical Control*, reference work the *Retrieval of Information*. Librarians became *Mediators* in a world of *Spatial Mobility*. *Communications* became a word as sacrosanct, and meaningless, as *virus* and *allergy*.

All of this they speak of as a revolution, and they patronize the great nineteenth-century librarians for not being scientific researchers. They say our predecessors just guessed the needs of their patrons and the methods by which those needs could be met, often with astonishing accuracy, it is admitted; but, it is stated, this basis for the derivation of library technology is no longer necessary and it should not be perpetuated. This reveals profound contempt for the achievements of our great forerunners—to depreciate their experience, their instinct, and wisdom simply as *guessing*.

In this revolutionary world of the retrievalists, library administration is of course nothing less than a science. Take a young man with some brains and ambition, with an eye to an uncrowded field, and let him study management theory, do some statistical research, and perhaps be what is called an *Interne in Administration*, and then armed with his control span and his chart, let him take over a library and apply scientific management to books and people. Not all such situations result in failure, often for the reason that those unsung heroines, the assistant librarians, usually older women who were passed over for one reason or another, keep the wheels oiled and the pieces picked up.

Librarianship today is suffering from a rash of these brash ones, taught by teachers who have never been successful librarians, or even librarians at all, by researchers who like everything about librarianship except books and the way books have of multiplying, and who would replace books with I.B.M. cards if they could. These inhumanists will do everything to a book but read it. They recently issued a prospectus for a new course in administration which ran to hundreds of words, not one of which was the word *book*. They are in places of power today in library education, and I say they are corrupting the young. I go about a lot and I talk to many librarians, and I find trouble in the land, caused by the maladjustment of these unsocial scientists' graduates. Not only do they not love books, they don't even like them. And people? Irrational beings. Gresham's law operates with librarians as well as with money, and we are seeing bad librarians driving out good.

Any library educator or library administrator whose utterances are devoid of bookish and humane references, is in the wrong work, for books and people are basic in librarianship, and to omit them is *Hamlet* without the prince. They believe that the principles of management are universal, and that if a man has managed a shoe-store or a super-market, he can likewise administer a library. This proves beautifully on paper, for it is true, on paper. But those illogical beings called people are neither fooled nor pleased. The public and the staff know that shoes and

groceries and books are different kinds of staples, and that the motivations which bring people into shoe-stores, markets, and libraries, are not the same, and that the satisfactions of the mind and the spirit, which are derived from books, make libraries akin to schools and churches. I have not seen a trend toward recruiting teachers and ministers from the personnel in shoe-stores and super-markets. To administer libraries calls for gifts of the mind and the spirit, as well as theoretical knowledge of management and a knack for gimmicks and gadgets.

I recognize a need for specialists to deal with the proliferation of scientific information. They must be trained to master this material, and therefore schools are needed for their training. Let them be called Documentalists, or Retrievers, or Communicators, or Mass Mediators, rather than Librarians. I have no quarrel with them personally. They are sincere and dedicated men—sincerely wrong and mistakenly dedicated. Ralph Shaw has called my efforts to refute them “precious polemics.” I believe he is using the word precious in a sense other than complimentary.

Humanists need good housekeeping; likewise housekeepers need humanizing. Appointment of Verner Clapp to head the new Council on Library Resources is encouraging, for he is perhaps the best man in the country to bring closer to center the extremists of head and heart.

It is not easy to be simple and to speak basic, bookish English. The line between being simple and being a simpleton is a narrow one. It took me twenty years of librarianship to learn the meaning of these four lines:

'Tis the gift to be simple
'Tis the gift to be free
'Tis the gift to come down
Where we ought to be

And when I learned them, two years ago, my life changed, and I vowed to work until I had seen established a library school based on these simple things, that books are basic, that people are good, and that librarianship is a calling no less dedicated than the ministry or medicine. In our emphasis on the material rewards of library work, we should not overlook the eternal idealism of youth. The discipline of library education should be rigorous, but it must also be idealistic and inspiring, and as imaginative and exciting as library work itself can be. This calls for teaching of the highest creative order. Dullness in teaching is the single deadly sin.

Overloaded curricula now tend to brutalize the student by the sheer mass of data forced on him. The library school experience is regarded by most of the graduates I have employed in the way kids regard a dose of castor oil: hold your nose and get it down, and shun it ever after.

What can be done to improve library education? There are of course many answers. Our answer at UCLA is to plan a new school, in a region of five million people with no publicly supported library school within four hundred miles, and on a campus whose enrollment, now 16,000, will reach 25,000 students in another four years, and is expected to go even higher. When they ask us where we would get our students, we reply, primarily from the massive UCLA enrollment. Absence of a library school there now means that each year we are losing forty or fifty future librarians who would be recruited only by the immediate presence of a library school.

Last year twenty members of my staff, with the advice of librarians throughout the Southwest, worked together in blueprinting a new humanistic library school. It was

the most exciting and meaningful and believing thing we had ever done. Obstacles were encountered, and we have yet to receive the approval of the University Regents, but we believe in the need for such a school and our belief is widely shared in the profession, and we will see it founded before much longer.

The school's curriculum will consist of the three basic courses I called for in the keynote address at the A.L.A. conference in New York, four years ago.

1. *Introduction to Librarianship*, which will include the history of books and libraries, administration of libraries, and the ethics of our profession.
2. *The Management of Library Materials*, which will include the acquisition, cataloging, care and servicing of books and related items, and of library buildings.
3. *Books and People*, which will include reference, bibliographical, extension, and other services of libraries academic, public, governmental, and special.

There is nothing revolutionary here, except for a re-dedication to the simple facts of library life. Students should be taught why, how, and for whom, in an atmosphere of intense belief and dedication. “Oh yes,” I hear you say, “all that nonsense will be taken out of them fast on the job.”

I say no. Students can also be taught patience. The world will not be reformed overnight, but there *will* be changes made. All change comes from the impact on the many of a few, who believe and who are dedicated to the propagation of their beliefs. This is the kind we will seek to recruit, to educate, and to graduate. Idealistic? Of course it is. Passionately so. And there is a national groundswell rising which will carry us to the goal we seek.

I say again, it is the hardest thing on earth to be simple, to be original, to be imaginative. To be a fool is easy, to imitate is easy, and the line between eloquence and rhetoric is easy to ignore. One of the simplest, most original, imaginative, and eloquent of all Americans was Emerson. If I had any master for my course at Columbia, it was Emerson. I read from him nearly every time I opened class. Emerson is a dangerous man though, at all times and places, and particularly to teachers who would quote from him, as in this apothegm:

Do not say things. What you *are* stands over you the while and thunders so that I cannot hear what you say to the contrary.

A poem, Macleish says, should not mean but be. And what of a teacher, who says rather than is? Again let me read Emerson on teachers:

The teacher should be the complement of the pupil; now, for the most part, they are Earth's diameters wide of each other. A college professor should be elected by setting all the candidates loose on a miscellaneous gang of young men taken at large from the street. He who could get the ear of these youths after a certain number of hours, or of the greatest number of these youths, should be professor.

Why not the same kind of test for library school teachers? Let them compete for the attention of seniors at college commencement, and he who recruits the most to librarianship, let him be professor.

For we need recruits, and once we get them, we need to indoctrinate them with the belief that library work is the best of all work; we need to train them in the ways

and means of building and using libraries, in the history of the printed book, and the lives of great bookmen; and we need to set them on fire to go into the field and work, work, work.

The ideals of librarianship are noble, the annals of librarianship are peopled with great men and women. Library school students should be led to believe in these ideals and to revere these pioneers, and not be graduated, as they often are, cynics and scoffers. To accomplish this act of alchemy, the teachers themselves must be believers, able to articulate and to transmit their beliefs. "Go with mean people," says Emerson, "and you think life is mean. Then read Plutarch and the world becomes a noble place, peopled with heroes and demigods standing around us who will not let us sleep."

This might be paraphrased to read, "Listen to dull teachers and you will think librarianship is dull: then hear such teachers as Althea Warren, Frances Clarke Sayers, and Alice Dugas, and you will wish that the day's work in a library never end, so rich and rewarding is each hour." Fortunately, every library school has had at least one such teaching genius who lives forever in the memory of students.

Let us not teach librarianship as science and technique, or load the curriculum with drill and drudgery. Rather should it be taught as a humane calling of service to people. In the beginning the *why* of librarianship is more important than the *how*. After philosophical orientation, students should also learn the tactile joys of handling books, of the sight and smell and the feel of books, new and old, of how to work a nail-puller, dress an exhibit-case, maneuver a loaded book-truck. There is a fine art to these simple things, and the librarian, even though his span of control be as wide as the Golden Gate Bridge, or as narrow as Chancery Lane the theory and the practice of librarianship are constantly diverging. The good librarian must be able to shift back and forth between them in the course of the day's work, must be like a circus rider with his feet on two horses.

One theory of librarianship says that some things are professional, some things are clerical, and never the twain should meet. I am glad I went to a library school where the differences were not emphasized, for if I had come to my beginning job at UCLA with my hands in gloves and my eyes glued to the chart on the wall, I would not be doing what I am today. One Saturday afternoon during my first year, when I was the skeleton crew in the Order department, an older faculty man came in, spotted me at my desk where I was carding a truck, and called, "Boy, come unload my car."

"What's in it?" I parried.

"Books," he said, already walking off, assuming that I was following.

If he had said shoes or slide rules, I would have probably told him, politely of course, to go to hell, that I was a professional librarian not hired to do manual labor. But books—they were irresistible.

I followed that professor to the loading dock, flattered, I suppose, at being taken for a student, but also suffering from a lifelong curiosity about all books not yet seen and handled. I unloaded his car, without bothering to introduce myself, and I did not see him face to face for six years, until we met again, he on the President's committee to select a new university librarian, I as a candi-

date, appearing for interview. He gave no sign of remembering our first meeting, but I learned later that when he cast his vote in my favor, he said, cryptically, "He can carry his weight in books."

I realize that I am sinning, in the New England sense, by being personal, but I come from the far corner, and Southern California may suffer from smog, but not from reticence.

One final example, again from my own experience, is about the theory and practice of administration. Thou shalt delegate, commands the syllabus, and in theory it is good doctrine, but one must not be bound by it. A leader in the community died last year, and left his books and papers to UCLA; and after an interval his widow phoned me and said the materials were ready to be picked up, in fact needed to be removed that very morning. I was in a critical meeting, and suggested that the new man in the Order department come for the gift. There was a moment of silence, and then the widow said, timidly, "Dr. Powell, would you mind coming too. There are some things I want to give into your hands."

So I left what I was doing, and the junior staff member and I went off in a truck to make the pick-up. It was a hot day. The house was a two-storied one, packed with a lifetime of collecting. We made trips up and down stairs, going from room to room, with the lady at our sides, as her half-century of marriage was evoked by the things she was giving to us.

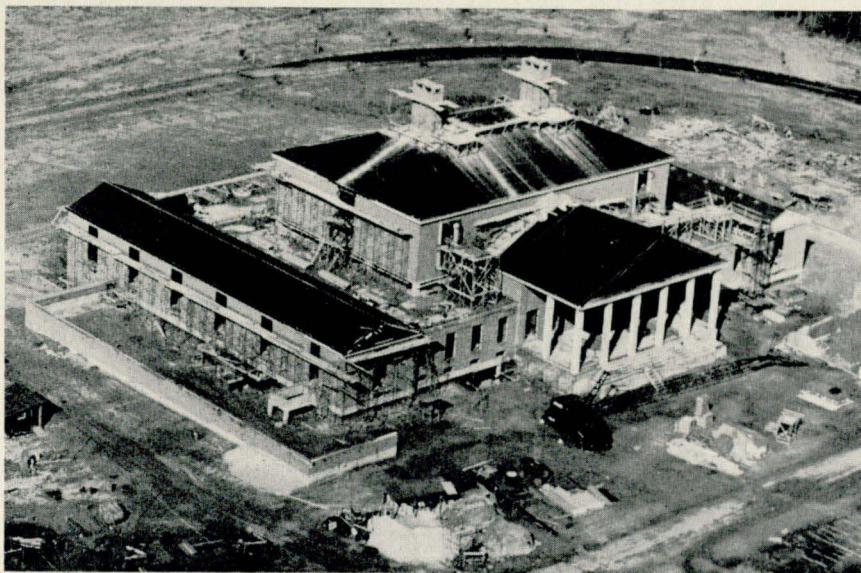
My colleague and I really had a wonderful time, as our sweat dripped and our shirts wilted, for this was an ancient rite of librarianship we were performing. We were the human links in the transmission of recorded knowledge and history, from a leader in the region of the library fitted to a repository for such archives. Here was the practice of librarianship in one of its most basic and simple forms. Loading books and papers into a truck can be a clerical task, but it can also be a divine duty. Beware of those who deny the truth of biblio-osmosis, the absorption of knowledge by the laying of hands on books.

Human values and human judgements are inseparable from good librarianship. They should be woven into every hour of instruction in every course in every library school; and to do this calls for inspired teaching by humanists who have been seasoned and humbled and made simple by living with books, by working with people, and loving both. Salaries and certification, the classification of jobs, and the coordination of curricula, are all important, and must be dealt with, but beneath these complexities lie the great simplicities of human librarianship—that books are basic, that people are good, and that bringing the two together, so that books are made more useful and people more fruitful, is one of the most exciting and rewarding experiences on earth. It is called librarianship.

And this is what I came here to say to you, and am going to say elsewhere, as long as I live and wherever I go, be it in the Appalachians, the Sangres, the Tehachapis, or the Catalinas. Of all the diversity of gifts bestowed by the Lord on his children, the one to seek and the one to cherish is

The gift to be simple
The gift to be free
The gift to come down
Where we ought to be.

COLLEGE AND UNIVERSITY LIBRARIES



New Furman University Library

Construction progresses on the James B. Duke Memorial Library on the new Furman University campus. The 250,000-volume library building is scheduled for completion in the fall.

The library was the scene of a radio tour of the new campus on N.B.C.'s Monitor program on Saturday afternoon, February 16.

COLLEGE SECTION MEETING PLANNED

Letters announcing a spring meeting of the College Section have been sent to all Section members by Mr. J. W. Gordon Gourlay, Director of the Clemson College Library and chairman of the College Section.

Replies to these letters will determine both the date of the meeting and the topics that will be discussed. The meeting will be held at the McKissick Memorial Library of the University of South Carolina. Further announcements regarding the date and program for the meeting will be made in the very near future.

SUMMER COURSES IN LIBRARY SCIENCE

The following courses in library science will be offered by South Carolina colleges during the 1957 summer session:

Columbia College, June 10-August 2

Library Science 147—Children's Literature, Mrs. Richardson.

Library Science 148—Young People's Literature, Mrs. Richardson.

Library Science 155—Audio-Visual Education, Mr. Ward.

University of South Carolina

June 10-July 19

Library Science 123—Classification and Cataloging, 11:00 A. M.-12:30 P. M., Miss Nancy Burge.

Library Science 127—Young People's Literature, 9:00-10:30 A. M., Miss Burge.

June 10-June 28

Library Science 131—Library Guidance for Teachers and Administrators, 9-11 A. M., 12-1:00, Miss Annie Caldwell. (Not open to librarians. However, librarians are urged to encourage their teachers and administrators to take this.)

July 1-July 19

Library Science 115—Administration of the School Library, 8-11 A. M., Miss Nancy Jane Day.

July 22-August 9

Library Science 129—Non-Book Materials, 9 A. M.-12 Noon, Miss Nancy Burge.

Winthrop College

June 12-July 2

Non-Book Materials, Miss Jane Wright.

June 12-July 23

Administration of the School Library, Miss Helen Bickley.

Book Selection, Miss Susie McKeown.

Classification and Cataloging, Miss McKeown.

Children's Literature (Also offered for graduate credit) Miss Bickley.

July 24-August 13

Organization of Materials for School Libraries, Miss Bickley.

Reference Work, Miss McKeown.

CONVERSE RECEIVES GRANT

The American Association of College and Reference Libraries has announced that sub-grants have been made to 118 college and university libraries throughout the nation. These sub-grants were made from a total of \$40,000 which ACRL received in the second year of a program financed by private industry.

The largest of these grants was the renewal of a \$30,000 gift from the United States Steel Foundation, which launched the ACRL program last year. Converse College is the only college in South Carolina to receive a grant from the United States Steel Foundation. The only stipulation is that the grant be used "to strengthen or modernize library, teaching or learning tools."

CLEMSON'S CALHOUN COLLECTION PRAISED BY PRINCETON SCHOLAR

Dr. Charles Grier Sellers, Jr., of Princeton University recently visited Clemson in order to examine the John C. Calhoun letters in connection with his work on the biography of James K. Polk. Dr. Seller's comments on this collection follow:

"The Clemson Library deserves the gratitude of all historians for the splendid way in which it has preserved, arranged, and made available the John C. Calhoun papers. Calhoun was, of course, one of the central figures in American life for three decades, and the Clemson collection of his correspondence is one of the three or four most important groups of manuscript sources for our history in this period. Since Calhoun completely dominated South Carolina politics during these years, his papers also constitute by far the most important source for the state's political history in the ante-bellum period. There are scores of letters from such South Carolinians as James Gadsden, Francis W. Pickens, Franklin H. Elmore, Robert Barnwell Rhett, James H. Hammond, Armistead Burt, George McDuffie, James Hamilton, and Alfred Huger; while Calhoun also carried on a voluminous correspondence with leaders in all parts of the country.

Without the information derived from this rich material, my own study of James K. Polk's presidential administration would be most incomplete. I should also mention that Mrs. R. W. Rutledge's expert arranging and cataloging of the papers made it possible to derive the maximum advantage from them with a minimum of effort.

Clemson's Calhoun Papers have already had a profound influence on the writing of American history, but, so far, scholars have known them mainly through the two fat volumes of selected letters published many years ago by the American Historical Association. These volumes merely sample the important materials in the collection, and their publication has perhaps tended unfortunately to diminish use of the collection itself. Soon, however, the entire contents of the collection will be widely available in a multi-volume edition of all available Calhoun correspondence edited by Dr. Robert L. Meriwether of the University of South Carolina."

(Contributed by J. W. Gordon Gourlay, Director,
Clemson College Library)

ERSKINE RECEIVES SPECIAL COLLECTION FROM SCOTLAND

A special collection of books on the history of the Reformed Church are being sent from Scotland to the Erskine College Library.

Miss Grace Dawson, Erskine librarian, reports that the first shipments of this collection have already been received. Selected by Mr. George L. Leitze III, Erskine Seminary professor who is studying in Scotland, the present collection is said to include certain rare titles which have never appeared in this country. This, perhaps, is less surprising when one remembers that Erskine is the only college in the world which is owned and controlled by the Associate Reformed Presbyterian Church.

Among the titles which have arrived are Calderwood's ten-volume *History of the Kirk of Scotland*, the *Minutes of the Westminster Assembly, 1644-1649*, and *The Sermons and Practical Works* of the Reverend Ralph Erskine, for whom the College was named.

This special collection will be shelved in the Seminary Division on the second floor of the McCain Library. Another interesting collection, which is housed in a seminar room on the second floor, contains the *Abbeville Press and Banner* from 1846 to date. This complete file of the county newspaper is on permanent loan to the Erskine Library by Mr. Fred West, Jr., of Abbeville.

WOFFORD INSTALLS MICROFILM SYSTEM

The announcement of the purchase of new microfilm facilities for the Wofford College Library has been made by Herbert Hucks, Jr., librarian.

Orders were placed for a new microfilm reader and reels of the *New York Times* on microfilm for the years 1851-1897 and 1956. The new facilities will make possible more effective research for students writing term papers. The Recordac reader will be installed later this year.

Approximately 100 costume dolls were recently presented to the McKissick Memorial Library, University of South Carolina, by Mrs. August Kohn, Sr. These dolls, which were collected by Mrs. Kohn on several world tours, make a very colorful display in the rare books room.

The McKissick Library, University of South Carolina, has a new "special collection." It consists of a small number of paperbounds which are contributed by this one and that one and other ones for a "Put and Take" collection of mysteries and other delectable reading matter. These titles are kept on a table near the loan desk where they are quite accessible to users. The method of checking out is purely informal. You simply take one, read and return —no records!

The Southern States Work Conference is making a study of school libraries during the next three years. The committee will meet together for the first time at Daytona Beach during the first week in June. Miss Nancy Jane Day, Supervisor of Library Services of the State Department of Education, has been appointed by the Executive Committee of the Conference to serve as chairman for this study.

Melange

Featured in "A Zest for Living" in the January 13th issue of *The Greenville News* was EVA WRIGLEY, librarian *emerita* of Furman University. Miss Wrigley lives in Greenville at 11 Lavinia Avenue.

Representing South Carolina at the Association of Southeastern Research Libraries meeting in Atlanta, December 17-18, were J. W. GORDON GOURLAY, Director of the Clemson College Library, and ALFRED H. RAWLINSON, Librarian, University of South Carolina.

LOIS BARBARE of the State Library Board, Columbia, is a member of the Notable Books Council of the American Library Association's Public Libraries Division.

SUSIE N. McKEOWN of the Winthrop College Library staff is the newly-elected secretary-treasurer of the Southeastern Regional Group of Catalogers.

NANCY BURGE, head of the Library Science Division of the University of South Carolina, is chairman of the Professional Relations Committee of the American Association of School Librarians. She also serves as chairman of a committee to make suggested revisions in the purposes and functions of the State Assembly of AASL.

Serving on the library committee of the new Calhoun-Clemson Elementary School Library are Mrs. LOIS W. PATRICK, school librarian, and Mrs. BERNICE B. HOLT of the Clemson College Library staff.

Recently appointed to various committees of the Southeastern Library Association are four South Carolina librarians. ESTELLENE P. WALKER of the State Library Board will serve on the Nominating Committee; Mrs. VON ETTA SALLEY, of Columbia College Library, the Committee on Promotional Materials; ALFRED RAWLINSON, University of South Carolina Library, the Resources Committee; and J. B. HOWELL, JR., of the Clemson Library staff, the Legislation Committee.

Taking the pre-dedication tour of the new Charlotte Public Library in December were ALICE ADAMS and ROBERT C. TUCKER of Furman University Library, J. W. GORDON GOURLAY of the Clemson College Library, and CHARLES E. STOW of the Greenville Public Library.

BETTY LOU TOOLE of Aiken received the Master's degree in library science from Emory University in December. She is now assistant librarian at the Post Library, Fort Stewart, Georgia.

NANCY JANE DAY, School library supervisor, State Department of Education, is a member of the A.L.A. committee on Accreditation. She is also chairman of a sub-committee of this group to study possible accreditation of undergraduate programs in library science.

ELAINE SCHAAP, Clemson College documents librarian, received the Master of Arts degree in library science from Florida State University, Tallahassee, in 1956.

Recent additions to the staff of the McKissick Memorial Library, University of South Carolina, are Mrs. PATSY BYRD, assistant reference librarian, and Mr. CHARLES WESLEY BOYD, government documents librarian. Mrs. Byrd was formerly the librarian of Sheppard Memorial Library, Greenville, North Carolina, and Mr. Boyd was order librarian at Alabama Polytechnic Institute, Auburn, Alabama.

"Facing the Sun," a poem by SIDELLE B. ELLIS of the Clemson Library staff, appeared in a recent Trinity Press anthology entitled *Our Hearts Speak*.

ROSELLE DILL, former Furman cataloger, began her second tour of duty as a Special Services Librarian with the U. S. Army in Germany last summer. Her address is Special Services Library Depot, Headquarters Munich Sub-Area, Dachau Station, APO 108, c/o Postmaster, New York, N. Y.

In an effort to help strengthen the reference services in their communities, ten county librarians met in an all-day session on February 15 in the reference room of the McKissick Memorial Library, University of South Carolina. Consultants were ESTELLENE P. WALKER, LOIS BARBARE, ALFRED RAWLINSON, and CHARLES STEVENSON.

Mrs. EVELYN DEARISO MORGANTHALER, formerly of the University of South Carolina Library, joined the staff of the Mitchell-Baker-Worth Regional Library in Camilla, Georgia, last September.

South Carolinians attending the Mid-Winter Meeting of the American Library Association in Chicago, January 28-February 2 were NANCY BURGE, NANCY JANE DAY, and EMILY SANDERS, SCLA's representative on the ALA Council.

Sympathy is extended to Mrs. KATHRYN D. RYALS, librarian of Pickens High School, in the loss of her husband in January.

Mrs. GEDELLE BRABHAM YOUNG is acting librarian of the School of Education at the University of South Carolina.

A picture of MARGARET MAHON and an interesting account of her experiences as children's librarian and "story lady" of the Greenville Public Library was featured in the November 25 issue of *The Greenville News*.

Succeeding Mrs. MARTHA EDWARDS as librarian of the Woodruff Library is Mrs. J. ARCHIE WILLIS. Mrs. Willis received her training at Winthrop College.

PATSY GARNER HOUSEHOLDER, who received an A.B. degree from the University of South Carolina at the end of the first semester, became librarian at University High School, Columbia, on February 4. Mrs. Householder was the recipient of the first scholarship awarded by the South Carolina High School Library Association.

MADELEINE MOSIMANN, librarian of Murray Vocational High School, Charleston, is a member of the Magazine Evaluation Committee of the American Association of School Librarians.

"Specialization and the Rising Tide," an article by DEWEY CLIFTON BROCK, JR., appeared in the November 1956, issue of *College and Research Libraries*. Mr. Brock, a native of Clemson and a graduate of Clemson College, is junior reference librarian in the School of Business Administration Library of the University of Michigan.

DRIVER EDUCATION GUIDE BEING PUBLISHED

The State Department of Education is in the process of publishing a guide for driver education. The work on this guide was started by the members of the South Carolina Association of Driver Education because they saw a strong need for such a guide. They called upon the State Department of Education and the State Highway Department for guidance and advice. The publication is a result of two years work on the part of the committee appointed to do the job.

Part I of the GUIDE FOR DRIVER AND TRAFFIC EDUCATION is to implement the program of driver education and to promote the organization of a driver education program in schools which do not have one, and serve as a guide in setting up such a course. It also aims toward improving the standards of existing courses. Part I will be available through the State Department of Education by April. You may write Mr. L. L. Dunlap, Field Supervisor, State Department of Education for your free copy of this guide.

Part II of the GUIDE FOR DRIVER AND TRAFFIC EDUCATION is planned for the classroom teacher. It offers suggestions for scheduling, improving techniques of teaching that are peculiar to driver education, and problems to be faced by inexperienced teachers. Part II will be published during the summer and will be available next fall.

NEW SERIAL TITLES

Recent information from Mrs. Mary E. Kahler, Acting Chief of the Serial Record Division of the Library of Congress, shows that twenty-four southeastern libraries have returned the checked cumulation of *New Serial Titles* to the Serial Record Division. Among these are Clemson College Library and the McKissick Memorial Library of the University of South Carolina.

A List of Publications of the South Carolina Archives Department has recently been published. It includes both printed materials and microfilm and is available free of charge by writing to the South Carolina Archives Department, World War Memorial, Columbia.

APPROPRIATION FOR THE LIBRARY SERVICES ACT

The State Library Board recommends that librarians, trustees and interested citizens write their Congressman and ask his support for an increase in the appropriation of the Library Services Act program. This increase would be from the \$3,000,000 recommended by the President's Budget, to the \$7,500,000 authorized by law.

The Library Services Act is terminal legislation for a five-year period for the specific purpose of stimulating greater effort by the states and localities in extending and improving services to rural residents. If the full amount authorized is not appropriated for each of the five years, the program cannot begin to do the job which is needed. If your library is planning to participate in the program as outlined in the State Plan, your Congressman and Senators should know specifically what effect the limited funds will have in your situation.

SOUTH CAROLINA LIBRARY ASSOCIATION MEMBERS, 1957

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Alice Adams, Edna Marie Baker, Margaret Bald, Louisa B. Carlisle, Carolyn Cromer, Nancy Divver, Sidelle B. Ellis, Margaret Givens, John Goodman, J. W. G. Gourlay, Cornelia A. Graham, Jessie G. Ham, J. B. Howell, Jr., Herbert Hucks, Jr., Karl H. Koopman, R. L. Meriwether, Mary V. Powers, Mary Beth Quick, Alfred Rawlinson, Mrs. Mary W. Shipps, Mrs. Mary C. Stevenson, Mrs. Verona M. Thomas, Robert C. Tucker, Elizabeth C. Welborn, Mrs. Robert G. Wingfield, and Jane Wright.

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JOIN US!

The above list is based on a report which the treasurer of the Association compiled on March 26.

Dues are \$2.00 per year and payable to
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